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Writing For Radio

Language - Writing and Media

Including:

Radio Yesterday and Today
Introduction of Culminating Task
What Did We Hear?
What Shall I Say?
Are You Convinced?
Hear This! Write to Read.
Our Voices Are Heard!
Radio Audition

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A Unit for Grade 6/7

Written by:

Judy Cameron, Joan MacNaughton, Betty Goulden (Project Leader)

Length of Unit: approximately: 16.8 hours

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A Unit for Grade 6/7
Written by:

Judy Cameron, Joan MacNaughton, Betty Goulden (Project Leader)

York Catholic District School Board

Based on a unit by:

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

Task Context

Students explore the use and historical significance of radio as a popular medium of communication. They explore their present-day experience with radio in order to develop critical understanding of media and its purpose. The unit focuses on the analysis of various radio formats and audiences. There is an emphasis on making informed choices that reflect Catholic values about what is heard on the radio. Students work in small groups to plan and write reports, and produce audio-taped auditions for a radio station. Students practise grade-level writing and oral communication expectations through report writing and taped presentations. Students practise skills, including interviewing, persuasive writing, and reporting for a variety of purposes, to prepare for the culminating task.

Focus of this Unit

Writing For Radio is a language unit that uses analysis of the media form *radio* as the context to assist students to develop concepts and skills from the Language curriculum. While expectations from all three strands of Language could be achieved and assessed within this unit, the writing strand is the major focus.

Students participate in lessons and are assessed using criteria based on both the elements and techniques of radio and the concepts and skills of writing. When appropriate, throughout the unit reference has been made to opportunities to integrate expectations from the other two strands, Reading and Oral and Visual Communication.

Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.
CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.
CGE 7g - Catholic Graduate Expectation - A Responsible Citizen: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Task Summary

Students participate in a media unit to explore the use of radio as part of our present-day mass communication system.

Culminating Task Assessment

Students work in combined-grade groups to present their audition tape to a fictitious radio station. The audition tape includes radio reports on news, weather, sports, and traffic, as well as an interview and advertising and promotional jingles.

While one group is presenting their audition tape, the rest of the students act as members of the board of directors of a radio station. Using information accumulated throughout the unit, they provide feedback to their peers and celebrate their successes.

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Students complete their Journals by focussing on what they have learned about radio. They also describe how their increased awareness of the presence or absence of Catholic Gospel Values influences their choice of radio listening.

Each component of the Culminating Task is assessed on an individual basis according to grade-specific expectations. Each group's audition tape is also assessed using a teacher-generated rubric according to specific expectations for both Grade 6 and Grade 7 Oral and Visual Communication.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

Links to Prior Knowledge

Students in both Grade 6 and Grade 7 need to know:
- the stages of the writing process
- strategies for working constructively in groups

The teacher must be aware of the diversity in the classroom and ensure that all students have the necessary skills required to participate in each subtask and in the culminating task.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that

people may choose not to respond at all. (questionnaires, surveys)

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Gospel Values and the Catholic Graduate Expectations
The guiding principles that inform the writing of distinctively Catholic curriculum are derived from the life and teachings of Jesus Christ. These were taught explicitly in sermons and parables and implicitly through Jesus' actions. The history of our Catholic tradition consists of striving to live and model these Gospel values.

The Catholic graduate expectations can be seen as our expression of how these Gospel values can be translated into action. These values are at the very core of our Catholic understanding of what it means to be human.

Listening to the Radio
Initially and throughout the unit, students should be given opportunities to listen to various radio stations, including both national and local, and programmes which appeal to a wide variety of audiences. Teachers may wish to focus on CBC Radio for the culminating task as it is available across Ontario or choose a local radio station which is more familiar to the students. Teachers must be aware of the content students might be exposed to, in order to ensure that it is free of discriminatory, exclusionary, or inappropriate subjects or references. Teachers must also validate and encourage students to listen to radio stations in the language which their families speak. ESL students should be encouraged to continue language development in their first language. Students may need to discuss the difference between target and actual audiences. Participating in the various "Listening Surveys" helps clarify this concept. The culminating task could be presented as an oral presentation instead of an audio tape.

Valuing Diversity
Ensure that respect for individual listening choices is maintained during all class and small group discussions. Students' previous experiences and understanding of radio as a medium for communication may vary widely for many different reasons. The teacher's awareness of the students' knowledge, skills, and experiences and diverse backgrounds (cultural, ESL, personal experiences, home and community environments, and special needs) must be the starting point of this unit.

Writing Genres
The specific formats of writing (expository, interviewing, persuasive, and/or survey creation) have been included using many of the writing expectations. If all of the specific formats of writing have not been taught/reviewed, teachers may wish to choose only some of the subtasks and reduce the elements for the culminating tasks.

Unit Folders
Students create individual Unit Folders, in which they keep all written assignments, reflective journals, and audiotapes, which will be collected at various times and assessed by the teacher. In the culminating task, groups choose from individual student's Unit Folders to compile what will be presented on their audition tape or included in their oral presentation. Students are instructed that the written and oral work of each member of the "culminating task group" must be fairly represented in their final product. The teacher's anecdotal notes should record information regarding fair distribution of work.

The Culminating Task
The culminating task provides an opportunity for students to demonstrate what they have learned throughout the unit and how they can independently apply this learning in new learning situations. Some students may need a high level of support to complete the culminating task. Read the culminating task thoroughly before planning the

unit and consider how accommodations apply both at the end and throughout the unit.

Teachers need to assign students to combined-grade work groups in which they work throughout the unit and in the culminating task. Within these groups, students develop life skills such as contributing to a team, consensus building, and respect for individual opinions or ideas. Students are assessed according to grade-appropriate expectations.

Assessment
Opportunities for initial, formative, and summative assessments are provided through a variety of strategies and devices. Only expectations selected for summative assessment, are checked as assessed. Assessments focus on the following writing and oral communication concepts and skills: expository writing; persuasive writing; interviewing; report writing, and individual oral reports. The assessment of media communication concepts and skills includes identification of the roles of professionals involved in radio, description of elements of radio programming, analysis and interpretation of various radio programmes, and creation of a sample radio programme. Each component of the culminating task is assessed on an individual basis, although each student will not have every component represented on the audition tape. Each member of the group must have contributed at least one component to the group's audition tape. Teachers assess each group's audition tape.

Initial assessment is used to:
- determine starting points for teaching and learning;
- find out about specific interests that students have in the topic;
- know if the students have the prerequisite knowledge and skills to begin the planned instruction;
- know if some students already have enough knowledge and skills to need extension activities;
- identify students who need additional support throughout the unit.

Initial assessment is based on:
- the expectations selected for the unit;
- the expectations from previous grades or strands;
- the Achievement Charts for the appropriate subject.

Once the initial assessment is completed, the following will be evident:
- what lessons need to be taught -- introductory, reinforcement, consolidation, or extension;
- how to group students for specific lessons;
- what resources are to be used (easier or more difficult);
- what teaching strategies would be most appropriate for specific students.

Formative assessment is the ongoing monitoring of student achievement to determine the progress a student is making throughout the unit.

The teacher monitors the student progress to:
- give them feedback about how they can improve;
- decide what additional lessons need to be taught;
- decide which resources need to be added or changed;
- adjust instruction as necessary to address individual needs.

Formative assessment begins with the first teaching/learning activities and continues to the end of the unit. Each lesson includes an assessment component that provides continuous monitoring of progress and feedback about how to improve. These assessment components include a variety of strategies. The strategy used at a particular time depends on what information the teacher is trying to gain. For example, to know if a student is meeting timelines, review a learning log with the student. To know if the student is gaining the right knowledge about a topic, a conference or quiz would be appropriate.

Formative assessment feedback should be descriptive, not evaluative, because the teacher is assessing for improvement and not making final judgements. Students need detailed feedback which notes positive comments on what they have done and provides them with details of how they can improve in certain areas, e.g., two strengths and a next step. Formative assessment should determine what and how the teacher teaches.

When designing a major assignment, build in opportunities to give students feedback throughout the completion

of the assignment. Students should be informed continuously about how they are doing and what they need to know/do to improve.

Summative assessment is a demonstration of the consolidation of specific skills and knowledge that students have recently learned and practised. It is an opportunity for students to apply their learning in a new situation. This comprehensive, final demonstration of student learning lets you know what students have learned after all the teaching and practising are done.

During summative assessment, the teacher:
- gains a comprehensive, final description of student achievement;
- help students, parents, and yourself plan further instruction and learning activities.

Summative assessment allows the teacher to determine the extent to which the expectations of the unit have been achieved. Summative assessment information contributes to the student's evaluation that will be reported on the report card. Summative assessment data may be collected during the unit/term several times when students are completing major assignments.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

1 Radio Yesterday and Today

The objective of this task is to activate students' prior knowledge about the topic.

Class charts are created using a KWL - Know/Want to Know/Learned organizer to outline the historical development of radio in communications and to chart familiar radio stations, radio personnel, and programming. Students explore the role of radio in their lives by completing individual surveys of their own Listening Habits. Students use their journals to reflect on the role radio plays in their lives.

Students in both Grade 6 and Grade 7 begin the unit by accessing prior knowledge about the radio as a form of media and preparing unit folders and journals.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

2 Introduction of Culminating Task

The teacher generates a discussion focussing on radio as a form of media. The culminating task is explained to the class. The culminating task involves the students working in small combined-grade groups to plan and write radio reports, and produce an audio-tape or presentation for a radio station audition (BLM 2.1 Student Outline for Culminating Task). The teacher starts ongoing anecdotal records to assess individual and group skills.

Catholic Graduate Expectations

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE 5c - Catholic Graduate Expectation - A Collaborative Contributor: Develops one's God-given potential and makes a meaningful contribution to society.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

3 What Did We Hear?

Analysis of radio programmes includes opportunities to listen to and analyse a variety of appropriate formats available on CBC or local radio stations while working in whole class, small group, and individual situations.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

4 What Shall I Say?

Students are taught the skills of interviewing and are given the opportunity to practise the interview process. They work in pairs to produce a written script and audio tape as they role-play an interviewer who interviews an interesting person (an athlete, recording artist, government official, local hero). In Subtask 9, each culminating task group chooses one example from their group's tapes which is used as part of their final audio tape.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

5 Are You Convinced?

Students identify questionable strategies and exaggerated claims presenters use in advertising to influence an audience. They identify factual information presented in advertising using products familiar to them. After reflecting on personal situations with the objective of developing an increased awareness of the use of persuasion (overt and subtle), students prepare jingles to be taped. Assessment is in the form of a teacher-generated checklist based on the oral communication expectations that include attention to awareness of audience. Students write individual letters to present to the board of directors of the fictional radio station in the culminating task.

Catholic Graduate Expectations

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CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

6 Hear This! Write to Read.

Students focus on communicating ideas and information for a variety of purposes and to specific audiences. They listen to a variety of news, weather, traffic, and sports reports on local radio stations and discuss significant information included in each of these types of reports. Students individually write fictional news, weather, traffic, or sports reports which are collected and assessed using a rating scale based on grade-specific expectations. Students practise their reports orally while they focus on the techniques needed to give effective oral reports. In their Journals, students focus on how radio is a media that provides opportunities for jobs for a wide variety of people.

Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

7 Our Voices Are Heard!

Students work in combined-grade groups to plan to complete a program log and produce an audiotape for a radio audition. The teacher continues to keep anecdotal records used to assess oral communication and group skills. Peer feedback is used to assist students in revising and editing their work. Students complete a self-assessment of their contribution to group work.

Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

8 Radio Audition

Students work in combined-grade groups to present their audition tape to a fictitious radio station. The audition tape includes radio reports on news, weather, sports, and traffic, as well as an interview and advertising and promotional jingles.

While one group is presenting their audition tape, the rest of the students act as members of the board of directors of a radio station. Using information accumulated throughout the unit, they provide feedback to their peers and celebrate their successes.

Students complete their Journals by focussing on what they have learned about radio. They also describe how their increased awareness of the presence or absence of Catholic Gospel Values influences their choice of radio listening.

Each component of the Culminating Task is assessed on an individual basis according to grade-specific expectations. Each group's audition tape is also assessed using a teacher-generated rubric according to specific expectations for both Grade 6 and Grade 7 Oral and Visual Communication.

Catholic Graduate Expectations

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CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **80 mins**

Description

The objective of this task is to activate students' prior knowledge about the topic.

Class charts are created using a KWL - Know/Want to Know/Learned organizer to outline the historical development of radio in communications and to chart familiar radio stations, radio personnel, and programming. Students explore the role of radio in their lives by completing individual surveys of their own Listening Habits. Students use their journals to reflect on the role radio plays in their lives.

Students in both Grade 6 and Grade 7 begin the unit by accessing prior knowledge about the radio as a form of media and preparing unit folders and journals.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

7e64 – listen and respond constructively to alternative ideas or viewpoints;

6e62 – follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Workbook/work Sheets
Discussion
Brainstorming

Assessment

The purpose of initial assessment is to determine programming needs of students before beginning the unit. The information gained through initial assessment guides the teacher in planning activities for the unit.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1.1 Introductory Discussion - Whole Class

Explain to the students they will be participating in a Language unit which has a dual focus on writing and oral communication through the medium of radio. Engage the students in a discussion of the role radio plays in our personal lives by sharing specific examples of personal or family experiences. Invite students to share their

experiences with radio. Teachers must be sensitive to the fact that some students might not listen to the radio at home and structure this activity so that it is inclusive to all students.

Together, with the class create a KWL chart (a visual organizer Know/Want To Know/Learned) to elicit their knowledge of radio. Record this information on a chart which will be displayed throughout this unit. The following focus questions might be used to stimulate class discussion:
What is the purpose of radio programming?
What are the components of a radio programme?
What different kinds of radio programmes are available?
What are some of the reasons people listen to the radio?
Are there different programmes available for various age groups, cultures, languages, regions/localities, etc.?

The teacher may wish to introduce historical information about the development of radio (see BLM 1.1) and visit appropriate websites. Together revisit the KWL chart and add appropriate information. Continue to display this chart.

1.2 Familiar Radio Stations - Combined Grade/Small Groups
In mixed-grade groups of four to six students, invite students to join in a discussion about their favourite radio stations. Inform students that they are sharing information about their favourite radio stations in small groups and that the expectation is that they demonstrate respect and appreciation for each others' preferences. Ask students, How do we demonstrate respect? (listen actively, look at the speaker, look interested, smile, etc.) Remind students to value individual past experiences and diverse backgrounds (cultural, ESL, personal experiences, home and community environments, and special needs) which may be presented in this discussion. Share with students the Catholic Graduate Expectations of an effective communicator and a collaborative contributor. Following this discussion, as a class, brainstorm familiar radio stations, radio personnel, and programmes. Record this information on a chart that is displayed throughout this unit.

1.3 Listening Habits Survey - Individual
Have students create individual Unit Folders, in which they keep all written assignments that are collected and assessed by the teacher. Inform the students that work from these folders is used for their culminating task (see Notes to Teacher in the Unit Overview). Distribute Listening Habits Survey to each student. (BLM 1.2) Using an example of this Listening Habits Survey as an overhead, lead students through the activity. Students complete these worksheets and place them in their Unit Folders. These are used by students as a basis for the questionnaires they will create in another subtask.

1.4 Journal - Individual
Explain to students that the Journal is an ongoing component of this unit. Tell students they are going to begin this journal with a reflection of what they learned guided by some set questions. This first journal entry should begin with the teacher modelling a possible journal entry created by following the prompts from the guiding questions. Possible reflection questions to guide students are:
(Grade 6) What did you learn in regards to radio personnel from today's lesson? How did you contribute to your group's discussion?
(Grade 7) What did you learn about the different parts of radio shows? How did you contribute to your group's discussion?

Tell students to keep their journals in their Unit Folders as they will continue to write in them frequently throughout this unit.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The teacher should make final decisions regarding the appropriateness of all small group memberships to ensure that students experience personal success through recognition of their dignity, capabilities, and needs by fellow group members. Ensure students are placed in supportive small groups.

Resources

- **BLM 1.2 Listening Habits Survey** BLM_1.2_ListeningSurvey_S.cwk
- **BLM 1.1 Radio (Teacher Reference)** BLM_1.1_Radio_T.cwk
- **Markers**
- **Chart Paper**
- **Material for Student Unit Folders**

Notes to Teacher

Completed By End of Subtask 1

- KWL chart (class)
- Chart of familiar radio stations, personnel, and programmes (class)
- Individual Listening Habits Survey (Unit Folders)
- First entry in Journal

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **80 mins**

Description

The teacher generates a discussion focussing on radio as a form of media. The culminating task is explained to the class. The culminating task involves the students working in small combined-grade groups to plan and write radio reports, and produce an audio-tape or presentation for a radio station audition (BLM 2.1 Student Outline for Culminating Task). The teacher starts ongoing anecdotal records to assess individual and group skills.

Catholic Graduate Expectations

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE 5c - Catholic Graduate Expectation - A Collaborative Contributor: Develops one's God-given potential and makes a meaningful contribution to society.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

Expectations

6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
6e51	• contribute and work constructively in groups;
7e51	• contribute and work constructively in groups;
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Discussion
Graphing

Assessment

Ongoing anecdotal records are used to assess group skills, support new learning, and provide constructive feedback.

Throughout the unit, conference with students to discuss and set goals highlighting areas for improvement. Encourage students to review and revise their work until their final product is completed.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

2.1 Why Radio? - Whole Class

Generate a discussion on radio as a form of media. Provide on opportunity for students to share their

personal Listening Surveys. Many students may view radio as a means of becoming familiar with new music selections. Point out to students that recording artists are dependent on radio exposure to establish popularity therefore generating possible revenue from record/CD sales.

Create a class tally chart and/or stem and leaf plot on the estimated weekly listening times that were recorded in their individual surveys (this may be integrated with Mathematics classes). Students may be surprised to discover how much time they spend listening to the radio on a weekly basis.

2.2 Explanation of Culminating Task - Whole Class
Distribute copies of the Student Outline for Culminating Task, BLM 2.1. Explain to students that they have the opportunity to work in combined-grade groups to plan and produce an audition tape. Assure students that during this unit they have the opportunity to listen to and explore various radio formats that will assist them in preparing for the culminating task.

Outline the expectations on which each grade will be assessed in the culminating task. Share appropriate assessment tools for each grade.
Grade 6:
Writing
- produce a variety of different forms of writing, revising, and editing certain pieces for publication (jingle for a fictional product, two radio reports, persuasive letters, and journal entries)
Group Skills
- work effectively in small groups to complete an audio tape
Oral and Visual
- capture the audience's attention by using exciting vocabulary, a variety of sentence structures, and tone of voice to convince and persuade listeners
Grade 7:
Writing
- produce a variety of different forms of writing (jingle for a fictional product, two radio reports, persuasive letters, and journal entries)
- revising, editing, and proofreading final drafts
Group Skills
- work effectively in small groups to complete an audio tape and talk about why the group was successful
Oral and Visual
- identify and describe categories of works typical to radio and use words and phrases to signal a new or important point to be made

Review the Student Outline with the class and answer any questions. Describe the dual roles each student plays in the culminating task. While one group's tape is being used for the audition, the remaining students in the class act as a member of the board of directors of a radio station. They need to use the information learned throughout the unit to provide feedback to their peers and celebrate their successes. Make sure that students understand that each group's audition tape must contain the following student creations:
- a newscast;
- an interview;
- a weather report;
- a traffic report;
- a sports report;
- advertising and promotional jingles appropriately placed throughout the tape to address transitions and maintain audience interest.

Distribute to each student the rest of the Culminating Task Package including the following:
- letter to parents outlining unit BLM 2.2
- individual blank audio tape

At this time the teacher may wish to distribute the various assessment tools such as checklists, rating scales, etc., so that students may refer to these as they work through the unit.
Remind students all work is to be kept in their Unit Folders.
Ensure that the parent letter is on official school letterhead and has been seen by school administrators.

2.3 Culminating Task Groups - Combined-Grade Groups
Place students in appropriate culminating task groups. Have them discuss their ideas on how they will approach this task. They should generate a list of any questions they may need answered by the teacher. Share CGE 4a and generate a discussion on how students can demonstrate a confident and positive sense of self and respect for the dignity and welfare of others while working in their culminating task groups. Make sure students understand that while working in the group they will have responsibilities for both group accomplishments and their own individual contributions to the group project. Discuss CGE 5a that directs them to work effectively as interdependent team members. Extend the discussion to have students understand that we are expected by CGE 5c to develop our God-given potential and make meaningful contributions. Each group member identifies areas where his/her particular gifts and talents might be of assistance to the group.

Tell students that individual assessment will be carried out throughout this unit.

2.4 Journal - Individual
The journal for this subtask should focus on students' collaborative contributions and how students' gifts and talents will benefit their culminating task group. Collect these journals and provide feedback to assist students to enhance their group skills.

Possible Reflection Questions
How did you demonstrate a confident and positive sense of self?
Did you demonstrate respect for the dignity and welfare of others?
How will your gifts, strengths, and talents benefit your culminating task group?

Adaptations

Resources

BLM 2.2 Sample Letter to Parents	BLM_2.2_SampleParentLetter.cwk
BLM 2.1 Student Outline for Culminating Task	BLM_2.1_OutlinCulminating_S.cwk

Notes to Teacher

During class and small group discussions assess student needs for those who have had limited or no radio exposure. These students may need to be provided with additional opportunities to listen to and talk about a variety of radio programs.

Student's experiences with radio-listening may be limited; in the constant search for continuous music, some students may avoid listening to news, weather, commentaries, etc. To focus on the whole impact of radio as a form of media, students must become aware of the importance of the variety of information that is conveyed during a program. In times of disaster, radios run on batteries may be the only source of information available.

Suggested Material
- photocopies of Culminating Task Package for each student

Completed by End of Subtask 2
- parent letters shared with parents and students and placed back in folders
- Culminating Task Package in individual Unit Folders
- Journal

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **120 mins**

Description

Analysis of radio programmes includes opportunities to listen to and analyse a variety of appropriate formats available on CBC or local radio stations while working in whole class, small group, and individual situations.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

Expectations

6e63 – identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;
7e67 – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
7e54 • analyse and interpret media works;
6e54 • analyse media works;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Analysing Bias/stereotype
Conferencing
Demonstration
Workbook/work Sheets

Assessment

Grade 6 students complete BLM 3.4 and Grade 7 students complete BLM 3.3.

Assess Grade 6 students' work on BLM 3.5 and the discussion on perspective via a teacher-generated checklist.

For Grade 7 students, collect completed analysis sheets and assess for recognition of various components of radio programming by using the Program Analysis Checklist (BLM 3.6). Provide formative feedback on each student's analysis and have students keep these in their Unit Folders to assist them when writing their reports.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Observation

Assessment Recording Devices
Anecdotal Record
Checklist

Teaching / Learning

3.1 Radio Listening - Class Discussion and Individual/Group Work
Invite students (whole class) to discuss what kinds of information they might hear while listening to a certain time period on the radio. Create a class chart to record their responses.

Using BLM 3.2 on an overhead, ask students to assist you in completing each blank section (news report, weather report, etc.) based on what they think each might involve. Extend their learning by adding information (use BLM 3.1 for teacher reference). Make sure to note tone of voice, vocabulary and type of information, where appropriate.

Select a time during the school day (directly after the above lesson, if possible) to listen to the radio. This time would be most beneficial if it was "on the hour" so that students would probably hear news, weather, sports, traffic report, and a commentary/music piece. The teacher must select a program that is appropriate for students and be sensitive to issues that might arise during a news discussion that might affect some students in the classroom.

Students in Grade 6 are instructed to listen to and record words that tell them they are listening to a news report, weather report, etc., and any exciting words that capture their attention. Explain BLM 3.4 by putting a blank sheet on an overhead and demonstrating one example (Grade 7 students may listen as this is explained as it should be a review for them and serves as a reminder of this feature).

Grade 7 students are instructed to focus on what they heard during the time block (categories of work). Discuss the activity sheet (BLM 3.3) that they fill out while listening to the same radio program. (Grade 6 students may listen to this explanation as it will give them the understanding of how they can share information with the Grade 7 students when meeting in combined grade groupings.

After listening to the program and completing the respective BLMs, have students in Grade 6 meet in small groups to share their work, while students in Grade 7 do the same.

3.2 Convene as a Whole Class (Grade 6 and Grade 7)
Challenge students to analyse media content to determine the point of view presented. News reports usually try to avoid giving a perspective by stating events, facts, and offering witness statements from both sides, whenever possible. A commentary states an opinion and takes one side's perspective of an issue. Choose a current issue that would appear in the media, for example, a news topic that would appear in several newspapers in both opinion and reportage genres. Have two newspaper reports (differing perspectives) and two opinions/editorials (differing perspectives) on overheads. Use Analysing Perspective (BLM 3.5) to cooperatively analyse each article to determine the author's perspective. Assist the students to determine the point of view being presented by asking such questions as: Whose side are they on? Who are they giving credit to? Are certain facts emphasized to persuade the reader to think in a certain way? Create a cooperative definition of 'perspective' to be displayed on chart paper. Together discuss why only one perspective might be presented. Explain to students how the "money behind" any media (including ownership and advertising sponsors) is able to control what information may be presented in some cases. This should be a review for Grade 7 students. They may record their perspective in their journals.

3.3 Listening/Analysis - Individual (Grade 7 students)
As a follow-up activity the teacher provides the opportunity for the Grade 7 students to listen to a excerpt of

a radio program during class time. Distribute copies of BLM 3.3 to students to complete individually. Collect completed analysis sheets and assess for recognition of various components of radio programming by using the Program Analysis Checklist (BLM 3.6). Provide formative feedback on each student's analysis and have the students keep these in their Unit Folders to assist them when writing their reports. Teachers may have an area in a library or another space in the classroom/school for students to complete this task. If students are not working directly in the classroom, ensure that adult supervision is arranged.

3.4 Shared Listening/Analysis (Grade 6 students)
Select another brief program which the Grade 6 students can listen to. Before they listen to the program, discuss the following questions and ask students to jot down points that they can use in their responses. Discuss, as a group, the responses related to these questions.
a) What is the point of view presented in the program?
b) Do you agree with this point of view? Why or why not?

3.5 Journal - Individual Work
Students explain why they agreed or disagreed with the point of view presented in the broadcast. They consider this in light of gospel values.

Possible Reflection Questions
What is the role point of view plays in radio?
How does my radio station help to promote a just and compassionate society? If my radio station does not promote these values, am I willing to change my listening habits? Why or why not?

Adaptations

Resources

BLM 3.3 Radio Listening: Time Block Analysis (Grade 7)	BLM_3.3_Gr.7_ValueProgram.cwk
BLM 3.6 Program Analysis Checklist	BLM_3.6_Gr.7_ProgramChklst.cwk
BLM 3.1 Content/Components of Radio Newscasts (Teacher Reference)	BLM_3.1_RadioContent_T.cwk
BLM 3.5 Analysing Perspective	BLM_3.5_PerspectveOrganizer.cwk
BLM 3.2 Content/Components of Radio Newscasts	BLM_3.2_RadioContentChart.cwk
BLM 3.4 Radio Listening (Grade 6)	BLM_3.4_Gr.6_ListeningChart.cwk
The Bible	
CBC Radio	Canadian Broadcasting Corporation
CBC Communications	
radio	1

Notes to Teacher

During this subtask students should be given opportunities to listen to various radio stations, including both national and local, and programs which appeal to a wide variety of audiences. Teachers may wish to focus on CBC Radio for the culminating task, as it is available across Ontario, or choose a local radio station which is more familiar to the students. Careful pre-screening of the type of programs that will be listened to in class is necessary. Teachers must be aware of the programming to which students will be exposed in order to ensure that it will be free of discriminatory, exclusionary, or inappropriate content.

Be prepared to discuss the prevalence of inappropriate material on popular radio stations which does not reflect the social moral perspective of the teachings of the Catholic Church (social responsibility, human solidarity, and life and social issues).

Suggested Materials
- chart paper
- Bibles
- radio
- newspapers
- overhead of BLM 3.2
- photocopies of BLM 3.3 for Grade 7 students
- photocopies of BLM 3.4 for Grade 6 students (one overhead, one copy for each group for group assignment)
- individual photocopies of BLM 3.5
- overhead of BLM 3.7
- photocopies of BLM 3.8 for formative assessment of Grade 7 students

Completed By End of Subtask 3
- Gospel Values Worksheet formatively assessed and placed in Unit Folders
- Program Analysis Sheets assessed and placed in Unit Folders
- Journals

Catholic Gospel Values
The guiding principles of Catholic curriculum are derived from the life and teachings of Jesus Christ. These were taught explicitly in sermons and parables and implicitly through Jesus' actions. The history of our Catholic tradition consists of our striving to live and model these Gospel values. The Catholic Graduate Expectations can be seen as our expression of how these Gospel values can be translated into action. These values are at the very core of our Catholic understanding of what it means to be human.

Tell students they will be exploring the New Testament to gain a deeper understanding of values that are important for living our Christian faith. Distribute Bibles and read the following passages:
1. Be just to all (John 8:1-11)
2. Be honest in all dealings (Matthew 23:1-5)
3. Treat everyone as an individual (John 4:4-29)

As a class, explore each example and summarize how it reflects the gospel value listed. Give the students time to record this summary. Have students record a time when they showed this value in their own lives. With student input, the teacher develops a chart reflecting gospel values. Use Guiding Principles of a Christian Way of Life as background. Students explore where they see these gospel values exhibited in daily situations. Draw students' attention to how they have already addressed some of these gospel values in discussions about Catholic Graduate Expectations and through their responses in their Journals. Students should reflect on these values when working in groups.

Guiding Principles of a Christian Way of Life

Understand:
Relationship with God
Relationship with others
Relationship with creation

Relationship with self

Behaviour:
Discipleship

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **170 mins**

Description

Students are taught the skills of interviewing and are given the opportunity to practise the interview process. They work in pairs to produce a written script and audio tape as they role-play an interviewer who interviews an interesting person (an athlete, recording artist, government official, local hero). In Subtask 9, each culminating task group chooses one example from their group's tapes which is used as part of their final audio tape.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e48	• ask and answer questions to obtain and clarify information;
7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
6e64	– identify the various types of professionals involved in producing a media work (e.g., newswriter, photographer, camera operator, film director) and describe the jobs they do;
7e48	• ask questions and discuss different aspects of ideas in order to clarify their thinking;
6e55	• create a variety of media works;
6e54	• analyse media works;
7e54	• analyse and interpret media works;
7e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
7e58	– use words and phrases to signal that a new or important point is about to be made (e.g., My central point is. . ., Note that. . ., First. . . Second. . . Third. . .);
7e59	– use analogies and comparisons to develop and clarify ideas;
7e62	– identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;
7e63	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Demonstration
Interview
Peer Practice
Role-playing
Writing Process

Assessment

Students practise the interviewing process. The teacher observes and writes anecdotal notes on collaborative effort and understanding of the interviewing process.

Formative assessment using a teacher-generated rubric is given through peer and teacher feedback, while students are preparing and practising their interviews.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

6e59	– recognize and interpret figurative language (e.g., a simile) in the speech of others and use it to add interest to their own remarks;
6e58	– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;
6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;
7e61	– rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);
7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
6e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Teaching / Learning

4.1 Interview Format - Whole Class

Students create interview questions and write acceptable responses for a staged interview with an interesting person (an athlete, recording artist, government official, local hero) for their culminating task. Have students begin to think about which interesting person they might want to pretend to interview for their culminating task. The culminating task group will choose one of the group's interviews to be used in their final audition tape.

Review with students the criteria expected for creating interview questions for their specific grade level. If this topic has not been addressed this year in either grade, a teacher-directed lesson will be necessary before assigning this activity. Students need to be reminded that the format of the questions is important when preparing for an interview as they want to elicit more than yes/no answers. They need to write questions which will yield open-ended (qualitative) answers in order to gather interesting information from the interviewee. Model questioning with students. Remind students that they are expected to observe during their interviews. Explain to students that both the questions posed and the accompanying answers must respect and affirm the diversity and interdependence of all peoples.

4.2 Practise Interview - Work In Pairs

Direct students to choose a partner from within their culminating task group. Students each identify a topic which they would be willing to be interviewed about (e.g., hobby, pet, travel, etc.). Stipulate that within each pair, the interview topics must differ. Each student writes five questions for their partner to answer which requires qualitative answers. Remind students the questions must reflect sensitivity to others while allowing their partner to present information and ideas clearly and honestly. Refer students back to BLM 3.5 and 3.6 to assist them to formulate questions and plan responses. Each student interviews their partner. During this process, the teacher circulates throughout the classroom, assisting where needed, giving formative feedback, and making anecdotal records.

After this process, instruct each pair of students to choose an interesting person to interview for their culminating task interview. Explain to students that they need to research the person chosen before the next formal lesson/subtask.

4.3 Analysing Professional Interview - Whole Class/Work In Pairs

As a class, listen to an interview on a radio talk show or alternatively view a video that shows an interview. Direct students to focus on the interviewer's technique to discover how the interviewer puts the interviewee at ease, holds the audience's attention, and elicits interesting information. While listening to the interview, draw students'

attention to how radio personnel use tone of voice, volume, and pace to enhance the message. Also, point out how carefully these individuals enunciate their words (pronounce words carefully, almost to the extreme at times). Following this activity conduct a discussion to highlight why this example was chosen as a a successful interview. Discuss how the personalities, in the above interview, signified that an important point was being made and how analogies and comparisons were used to develop and clarify ideas. Point out that figurative language, e.g., similes and metaphors, can add interest.

Working in pairs, students choose the personality that one of them will assume, and together prepare the questions that the interviewer will ask of that personality. Students research this personality in order to create the questions. During this process, the teacher circulates throughout the classroom, assisting where needed, giving formative feedback, and making anecdotal records.

4.4 Investigate Role of Radio Professional - Whole Class / Work In Pairs
Provide a teacher-directed lesson on specific roles of professionals involved in radio, referring to the information in BLM 4.1 Roles of Radio Professionals for Grade 6 students (review for Grade 7 students). Using a tool such as "Career Cruising," have students work in pairs formed from the culminating task groups to research the role of any professional job within the radio business. Instruct each pair to explore several interviews with radio personnel as presented on this website.
Following this, have the students, working in their pairs, write the script for the culminating task interview. Note: Grade 7 students may link this activity with Goals For Career Development in their Annual Education Plan.

4.5 Rehearse, Revise, and Practise Interviews - Work In Pairs
Provide opportunities for the students to tape, listen to, and revise the tape after checking for effective use of tone of voice, pace, volume, and enunciation. Students join another "pair" who listen to their tape and provide feedback. At this point, they may want to revise the tape, if necessary. Inform students that the tape will be collected and formatively assessed. Teachers could develop their own version of an interview rubric/checklist using student input. A separate rubric or checklist must be created for both Grade 6 and Grade 7 students.

Conference with students to discuss and set goals highlighting areas for improvement. Encourage students to revise and edit their work until their final product is completed. This final product is placed in the Unit Folder and summatively assessed at the end of the unit.

4.6 Journal - Individual
The journal for this subtask for Grade 6 students should focus on the various professional roles in radio by making the connections between their gifts and talents and how they could apply these in the real world setting of working as a radio professional.

Possible Reflection Questions
How could I use my gifts and talents as a radio professional?
In the questions and answers I prepared for the interviews, did I demonstrate respect for the diversity of the world's peoples and cultures?

For Grade 7 students, the journal should focus on the techniques that various interviewers used to signal that an important point was being made.

Adaptations

Resources

BLM 4.1 Roles of Radio Professionals BLM_4.1_RadioProfessionals.cwk

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **170 mins**

Career Cruising	
tape recorder	1 per group
radio or television	1

Notes to Teacher

Ensure that all students have equal opportunity to carry out Internet and library research. Teachers ensure that students follow board and school policies regarding Internet use.

Teacher should be aware of appropriateness of work partner to ensure that students experience personal success through recognition of their dignity, capabilities, and needs by their partner.

Suggested Materials
- blank audiotape from Unit Folder supplies
- tape recorder/recorders
- radio
- video tape of professional interview, if required
- computer access or material regarding radio careers
- BLM 4.1 Roles of Radio Professionals
- overhead or photocopies of assessment tools created by the teacher with student input

Completed By End of Subtask 4
- tape of interview placed in Unit Folders with assessment rubric
- Journal

Teacher Reflections

Description

Students identify questionable strategies and exaggerated claims presenters use in advertising to influence an audience. They identify factual information presented in advertising using products familiar to them. After reflecting on personal situations with the objective of developing an increased awareness of the use of persuasion (overt and subtle), students prepare jingles to be taped. Assessment is in the form of a teacher-generated checklist based on the oral communication expectations that include attention to awareness of audience. Students write individual letters to present to the board of directors of the fictional radio station in the culminating task.

Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

7e5 A	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
6e63	– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;
6e66	– create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").
6e56 A	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;
7e56 A	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
6e1 A	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
7e3 A	• organize information to develop a central idea, using well-linked and well-developed paragraphs;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Improvisation
Issue-based Analysis
Task Cards
Workbook/work Sheets

Assessment

Formative assessment is given while students are analysing various advertisements and practising persuasive techniques with task cards.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Exhibition/demonstration
Observation

Assessment Recording Devices

Anecdotal Record
Rubric

Teaching / Learning

5.1 Analysis of Media Ads - Whole Class/Grade-Specific Groups
Teach a lesson on the difference between "facts presented" and "exaggerated claims" using advertisements available. Have students brainstorm, in their groups, how they are persuaded to buy such products through techniques used in television, radio, and print ads. Allow opportunity for students to share this with the class and receive feedback from their peers and the teacher.

Teach a lesson using BLM 5.1 as teacher reference on the approaches advertisers use to convince consumers to buy their products. Elicit information from students and categorize the various advertising approaches. Include in this discussion how sound effects, familiar music, and dramatic tone of voice draw and maintain a consumer's attention. Also discuss what approaches are used to appeal to various target audiences.

5.2 Advertising Claims - Whole Class
Have students identify products that are familiar and of interest to them, e.g., hair product, deodorant, toothpaste, etc. Together, identify the factual information presented in advertising these products and record on an overhead of BLM 5.2. Now have the students brainstorm for exaggerated claims for this product. Add these to the comparison chart on the overhead. Discuss with students the values these ads promote. Ask whether they think these ads are promising that consumers will be popular, beautiful, successful, happy, or have a perfect life if they use these products. Add students' ideas in the "values" column on the overhead.

5.3 Advertising Analysis (Radio) - Whole Class/Combined Grade Groups
Together as a class listen to one or two commercials on the radio. Discuss the advertising techniques heard. Repeat this activity until students have an understanding of analysing radio advertisements. Have students listen to another radio commercial and complete BLM 5.4. Grade 7 students share their previous knowledge and experience.

5.4 Advertising Analysis (Print) - Grade-Specific Groups (Optional)
Students work in small grade groups to explore two newspaper or magazine advertisements to analyse them for persuasive features. Grade 6 students complete BLM 5.3 and Grade 7 students complete BLM 5.4.

5.5 Application of Persuasion Technique - Combined Groups
Each small group is given the same set of task cards (BLM 5.5), outlining possible scenarios for persuasion. Each student selects one task card and prepares a one-minute talk trying to persuade group members to agree with a request or point of view. The rest of the group role-plays the designated audience from the task card and gives feedback according to level of success of persuasion.

5.6 Advertising/Promotion Jingles - Individual
Following the lessons on advertising techniques used to influence an audience, students use the knowledge they have gained to write a jingle which is audiotaped. The teacher should list the features of jingles, with student input before students participate in this activity. All Grade 6 students create advertising jingles for fictional products and all Grade 7 students create fictional promotion jingles (time-slot program, sports event, musical/dramatic production, concert, new CD collection, etc.). Remind students that these jingles must be based on plausible information and be respectful and appropriate for audiences of diverse backgrounds. The teacher creates a checklist with student input based on grade specific oral communication expectations to assess the jingles. Students may bring in any materials that might complement the sound effects they want included in their taped version.

During the next few days, provide opportunities for individual students to tape the jingles.

Using the teacher-/student-generated checklist, conference with students to discuss and set goals

highlighting areas for improvement. Encourage students to review and revise their work until their final product is completed. This final product is placed in the Unit Folder and will be summatively assessed at the end of the unit.

5.7 Persuasive Writing - Individual
Review with students the criteria for writing persuasive texts, focussing on specific grade-level expectations for writing. If this writing form has not been addressed this year in either grade, a teacher-directed lesson and opportunities to practise are necessary before assigning the follow-up activity. Use any available grade-appropriate text to show examples of persuasive writing to students. If persuasive writing has been taught this year, have students review their previous learnings.

Persuasive Writing
Remind students that persuasive writing is used to cause the reader to support a point of view or to act in support of a cause or idea. Persuasive writing often begins by outlining the topic or issue followed by a statement concerning the author's point of view or position. The body presents arguments and evidence in favour of the author's position. Arguments are supported by facts and figures. The conclusion may restate the author's position and sway the reader to act in support of the author's cause or idea. This information needs to be presented in a clear, organized, and effective manner. The teacher models how to write a persuasive piece of text using a graphic organizer to organize the various parts and then creating paragraphs to complete the text. Students need to be immersed in this form of writing and have opportunities to analyse many texts to fully understand this form of writing.

As a follow-up assignment, students write individual letters to persuade the board of directors of the radio station to grant them time to present their audition tape. Describe this individual writing assignment by connecting it to the information outlined in the above paragraph. Tell students that their letter must be written in business letter format. If business letter writing has not been addressed this year in either grade, a teacher-directed lesson and opportunities to practice will be necessary before assigning this follow-up activity. If this form of writing has been taught this year, have students review their previous learnings.

Business Letter Format
With a model of a business letter on an overhead or large chart paper, ask students to identify the features and format labelling each part as identified (salutation, body, closing, and signature). Using BLM 5.6 as an overhead, teach the criteria for a business letter format. Remind students formal language must be used throughout and their letters should be brief and concise. This type of letter is written from a first-person point of view, using pronouns such as "I" and "we." The first paragraph identifies the purpose of the letter (requesting radio producers to grant you time to present your audio tape). The second paragraph highlights why the audition tape would appeal to the producers. The final requests summarizes the request.

These letters are formatively assessed with a grade-specific persuasive business letter rubric. Share the Persuasive Letter Rubric (see Subtask 8) with grade-specific groups.

Conference with students to discuss and set goals highlighting areas for improvement. Encourage students to review and revise their work until their final product is completed. This final product is placed in the Unit Folder and summatively assessed at the end of the unit.

5.8 Journal - Individual
Remind students of their activities in Subtask 3 concerning the teachings of Jesus in the gospels. The Journal for this subtask should focus on the teachings of Jesus found in Matthew 23:1-5. Jesus taught us that we must be honest in all dealings. Each student should reflect on class discussions about advertising and decide if he/she thinks an advertiser would be able to create an advertisement that would sell a product without contravening these teachings of Jesus.

Possible Reflection Questions
Can an advertiser create an advertisement that would sell a product but not contravene these teachings of Jesus?
Do I buy products based on advertising which go against the teachings of Jesus?
Is my advertisement honest?

Adaptations

Resources

Persuasive Letter Rubric: Grade 6	
Persuasive Letter Rubric: Grade 7	
BLM 5.2 Comparison Chart for Advertising Claims	BLM_5.2_AdCampisonChart.cwk
BLM 5.5 Task Cards: Persuasion	BLM_5.5_Persuasion_Cards.cwk
BLM 5.1 Advertising Approaches (Teacher Reference)	BLM_5.1_AdTechniques.cwk
BLM 5.4 Analysis of Advertising Techniques (Grade 7)	BLM_5.4_Gr.7_Ad_Analysis.cwk
BLM 5.6 Business Letter Format	BLM_5.6_BusinessLetter.cwk
BLM 5.3 Analysis of Advertising Techniques (Grade 6)	BLM_5.3_Gr.6_Ad_Analysis.cwk
tape recorder	1 per group

Notes to Teacher

Suggested Materials
- tape recorders
- magazine or other print ads
- audiotape from Unit Folders supplies
- overhead of BLM 5.2, 5.3, and 5.6
- photocopies of BLM 5.3, 5.4, and 5.6
- individual rubrics for grade-specific oral communication and persuasive letter writing

Completed By End of Subtask 5
- comparison charts
- audio tape of jingles
- persuasive letters
- Journal

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **170 mins**

Description

Students focus on communicating ideas and information for a variety of purposes and to specific audiences. They listen to a variety of news, weather, traffic, and sports reports on local radio stations and discuss significant information included in each of these types of reports. Students individually write fictional news, weather, traffic, or sports reports which are collected and assessed using a rating scale based on grade-specific expectations. Students practise their reports orally while they focus on the techniques needed to give effective oral reports. In their Journals, students focus on how radio is a media that provides opportunities for jobs for a wide variety of people.

Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e49 A • communicate a main idea about a topic and describe a sequence of events;

6e1 A • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

7e1 A • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e52 A • demonstrate the ability to concentrate by identifying main points and staying on topic;

6e57 A – use a varied vocabulary and a range of sentence structures to add interest to their remarks;

6e58 – speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;

6e60 – use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;

7e56 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

7e57 – regularly incorporate new vocabulary into discussions and presentations;

7e62 – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;

6e14 A – use verb tenses consistently throughout a piece of writing;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Demonstration
Guided Exploration
Media Analysis
Peer Practice

Assessment

Students are taught and have the opportunity to practise effective oral presentation techniques. The teacher observes and gives feedback on the understanding and application of these techniques.

Formative assessment is given by peers and the teacher as students work in groups to create their newscast reports.

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Exhibition/demonstration
Observation

Assessment Recording Devices

Rubric
Checklist

6e17 A	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;
7e17 A	– spell a wide range of commonly used words correctly;
7e20 A	– give evidence of an expanding vocabulary in their writing;

Teaching / Learning

6.1 Analysis of Components of Newscasts - Whole Class
Explain to students that they are focussing on communicating ideas and information for a variety of purposes and to specific audiences during this subtask. Referring back to the information taught in Subtask 3, remind students of the content and components of radio reports. Provide students with the opportunity to listen again to a variety of news, weather, traffic, and sports reports on local radio stations and discuss significant factual information included in each of these types of reports. Together, identify possible audiences of the radio stations listened to at this time. Through discussion, draw students' attention to the techniques used to capture and hold audiences' attention, such as volume, pace, enunciation, pitch, tone and emphasis. Have students listen to more radio reports and complete a shared analysis by using an overhead of the checklist provided in BLM 8.1. Explain to students that this is the same checklist they will be using when they role-play as members of the the board of directors.

6.2 Shared Radio Report Writing - Whole Class
Following the lessons on analysing news, weather, sports, and traffic reports, remind students of the features of a radio report. Review the criteria of radio report writing and through a shared writing experience, model each specific type of radio report, e.g., news, weather, traffic, and sports reports. Display BLM 3.2 (completed by the class in Subtask 3) on an overhead during this process and while students are writing their own radio reports.

Report Writing
The information in each of these radio reports must be presented in an organized manner and use precise, descriptive language. Explain to students that they should use technical terminology related to the report, where appropriate. The report should be given in an objective style (based on facts, not on point of view) and in a formal tone. The introduction sets the focus for the report, main facts are often grouped by categories, and the conclusion summarizes the main points.

6.3 Individual Radio Reports - Individual Work/Small Groups
Each culminating task group selects the anticipated audience of the radio station to which the audition tape is being presented. Students individually write two fictional news reports from the list: weather, traffic, or sports reports. These reports must be concise, clear, and contain appropriate information. Remind students that these radio reports must be based on plausible information and be respectful and appropriate for audiences of diverse backgrounds. Share the radio report rubric for each grade level. Although each student should write two different types of radio reports, the culminating task group must ensure that their group will have a variety of each type of report from which to choose for the culminating activity. After individual students have written their reports, provide time for the culminating task groups to meet in order for members to share their reports and give constructive feedback. The teacher provides feedback at this time while moving from one culminating task group to another.

6.4 Audiotaped Newscasts - Individual/ Pairs/Small Groups
Provide students with ample opportunities to practise their presentations orally. These presentations are selected by the culminating task group to be included in the audition tape. Students work in pairs to present and elicit peer feedback by using the criteria learned throughout this unit. Remind students the feedback must reflect sensitivity to others and gospel values while allowing their partner to present information and ideas clearly and honestly. Circulate throughout the classroom to offer feedback and assist students to implement effective oral presentation techniques. This stage of formative assessment should be completed before the students revise their work. A teacher-generated checklist specific to expectations of each grade level would be most useful. Prior to taping, have culminating task group members listen to each others' reports, using BLM 8.1 as a guide for feedback.

Provide opportunities for students to tape, listen to, and revise the tape after checking for effective use of tone of

voice, pace, volume, and enunciation. Each pair joins another "pair" who will listen and provide feedback. Encourage students to review and revise their work until their final product is completed. This final product is placed in the Unit Folder and summatively assessed at the end of the unit.

6.5 Journal - Individual
Engage students in a discussion on how radio is strictly auditory. Visual images are created through choices of words/expressions, voice, and background sounds. Visible appearances have no impact on performances on radio. Have a discussion on how this would provide opportunities for jobs for a wide variety of people.

Possible Reflection Questions
How does radio offer more job opportunities to a variety of people?
Does our society focus too much attention on physical appearance rather than individual gifts and talents?
When choosing friends or work partners in school, do I focus on physical appearance and style of clothing, rather than seeing the person God made?

Adaptations

Resources

Radio Report Writing Rubric Grade 6

Radio Report Writing Rubric Grade 7

radio 1

Teacher-Generated Checklist

Notes to Teacher

Teachers may choose to use either CBC or local radio stations. Local radio stations, however, may provide information that is more familiar to students.

Students may already be familiar with criteria for effective oral presentations from previous experiences giving speeches. Students may have been given the rubric Radio Report Writing during Subtask 2 when the Culminating Task Package is explained or it may be given at the beginning of this activity. Use this rubric to help students focus on expected criteria during their preparation and/or for formative assessment. Remind students this same rubric will be used at the end of the unit for summative assessment.

Suggested Materials
- radio
- overhead of BLM 8.1
- overhead of BLM 3.2

Completed By End of Subtask 6
- audiotape of weather, traffic, sports, news which will be available for culminating task
- Journal

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **90 mins**

Description

Students work in combined-grade groups to plan to complete a program log and produce an audiotape for a radio audition. The teacher continues to keep anecdotal records used to assess oral communication and group skills. Peer feedback is used to assist students in revising and editing their work. Students complete a self-assessment of their contribution to group work.

Catholic Graduate Expectations

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

6e51	• contribute and work constructively in groups;
6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);
7e51	• contribute and work constructively in groups;
7e64	– listen and respond constructively to alternative ideas or viewpoints;
7e65	– express ideas and opinions confidently but without trying to dominate discussion;
6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

Groupings

Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Discussion
Media Production
Oral Presentation

Assessment

The teacher circulates throughout the room and continues to provide feedback and written anecdotal records that are used to assess oral communication and group skills during 7.1

Peer feedback is used to support students in revising and editing their work.

Students complete self-assessment of group skills using BLM 7.1

Journal is kept in the Unit Folder and summatively assessed at the end of the unit.

Assessment Strategies

Observation
Self Assessment

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

7.1 Preparation of Programme Log and Audition Tape - Culminating Task Small Group

Explain to students that they will have the opportunity to plan the production of the audiotape for their group's

radio station audition. The group uses the content of each student's Unit Folder to select an interview, news, weather, sports, and traffic reports and a selection of advertising and promotional jingles. Refer to BLM 2.2 in the Culminating Task Package from Subtask 2 for a student outline of required components. In choosing from the contents of the various members' folders, they must ensure that each student is represented in the audition tape. Indicate your expectations for the length of their final audition tape (suggested length of 10-15 minutes). Tell students they must indicate on their group's programme log the exact number of minutes and seconds each component takes, the specific order of all items, and the name of the student who is recording each item. During this time, circulate throughout the room and continue to write anecdotal records to assess oral communication and group skills appropriate to each grade level. Allow time for groups to rehearse the oral part of their scripts. Provide feedback at this time and also encourage feedback by peers throughout this subtask to allow students opportunities to revise and edit their work with support.

7.2 Self-Assessment - Individual
Review criteria of BLM 7.1 on self-assessment of group skills. Students reflect back on their role in all group situations during this unit. Attention should be paid to their conflict-management skills in light of gospel teachings, with particular emphasis on the notion of the common good, and their contribution to a team in regards to their efforts towards consensus building and respect for others. Instruct students to place their completed BLM 7.1 in their Unit Folders.

Discuss with students how our Catholic Graduate Expectations leave us with the responsibility to fully develop and use our God-given gifts and talents. Ask students to reflect back on BLM 3.6, especially the sections on Relationships with Community and with Self, and reflect in their Journal on how these relate to the responses they wrote in their self-assessment.

7.3 Production of Audiotape - Combined Grade Groups
Over the next few days, provide students with a supervised quiet area to allow them to tape all of the items selected for their final audiotape. Ensure that each group is providing you with a means of identifying the speaker in each component of the final radio audition tape. This is needed to assess individual students' work, using grade-specific oral communication rubrics. The program log should be sufficient.

Possible Reflection Question
How did I exhibit Gospel Values within my relationship with others, as we chose individuals' contributions for our radio audition tape?

Adaptations

Resources

BLM 7.1 Self-Assessment	BLM_7.1_SelfAssessmntChklst.cwk
tape recorder	1

Notes to Teacher

Monitor group situations, where required, to accommodate the needs of students working at different levels both socially and academically.

Track/monitor to ensure all students are represented in the audition tape.

Assessment during this subtask is formative.

Suggested Materials
- individual Unit Folders
- individual copies of BLM 7.1 Self-Assessment
- tape recorders
- new tape for group audition

Completed By End of Subtask 7
- programme log
- audition tape
- self-assessment
- Journal

Teacher Reflections

Writing For Radio

Language - Writing and Media **A Unit for Grade 6/7** **100 mins**

Description

Students work in combined-grade groups to present their audition tape to a fictitious radio station. The audition tape includes radio reports on news, weather, sports, and traffic, as well as an interview and advertising and promotional jingles.

While one group is presenting their audition tape, the rest of the students act as members of the board of directors of a radio station. Using information accumulated throughout the unit, they provide feedback to their peers and celebrate their successes.

Students complete their Journals by focussing on what they have learned about radio. They also describe how their increased awareness of the presence or absence of Catholic Gospel Values influences their choice of radio listening.

Each component of the Culminating Task is assessed on an individual basis according to grade-specific expectations. Each group's audition tape is also assessed using a teacher-generated rubric according to specific expectations for both Grade 6 and Grade 7 Oral and Visual Communication.

Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

Expectations

6e1 A	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
6e49 A	• communicate a main idea about a topic and describe a sequence of events;
6e56 A	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
6e58 A	– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;
6e60 A	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;
7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e3 A	• organize information to develop a central idea, using well-linked and well-developed paragraphs;
7e56 A	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Media Presentation
Role-playing
Simulation

Assessment

Students complete a checklist to provide feedback for each group.

The teacher assesses each student's part in the audition tape using a checklist based on oral communications expectations. The teacher assesses all individual components of the unit folders.

All journal entries are assessed at this time.

Assessment Strategies

Classroom Presentation

Assessment Recording Devices

Rubric

6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
6e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
7e9 A	• use and spell correctly the vocabulary appropriate for this grade level;
6e59 A	– recognize and interpret figurative language (e.g., a simile) in the speech of others and use it to add interest to their own remarks;
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
6e66 A	– create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").
7e5 A	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
7e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
7e63 A	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;
7e60 A	– use repetition for emphasis;
7e70 A	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
6e9 A	• use and spell correctly the vocabulary appropriate for this grade level;
6e55 A	• create a variety of media works;
7e52 A	• demonstrate the ability to concentrate by identifying main points and staying on topic;
7e55 A	• create a variety of media works;

Teaching / Learning

8.1 Dual Role Participation - Whole Class/Individual
Explain the dual role students will fulfil. As presenters they are silent members since they have already fulfilled their role in the preparation of the audition tape. The rest of the students are role-playing as members of the board of directors of the radio station to which the application was made to hear the auditions. In this role they provide feedback by noting key features of each group's audiotape based on their learnings throughout the unit (BLM 8.1). Remind students that the feedback must be honest and reflect sensitivity to others as well as the Catholic Gospel Values of respecting others and their dignity, while allowing all students to experience success and acquire a positive self-image.

During the presentation, assess each student's contribution to the audition tape, using a teacher-created checklist specific to each grade expectation in Oral and Visual Communications.

8.2 Unit Folder - Individual
Give students time to organize the contents of their unit folders prior to handing them in. Assess all individual components of the unit folders, using the grade-specific assessment tools provided and created throughout the unit.

8.3 Journal - Individual
Together with students, revisit the KWL chart made at the beginning of the unit, and complete the last column with a description of what they have learned. Assign students an entry for their Journal for this subtask which should focus on what they have learned about radio. Students complete their Journals by describing how their increased awareness of the presence or absence of Catholic Gospel Values will influence their choice of radio listening.

Possible Reflection Topics
Grade 6 students:
1. Choose one type of professional involved in radio production and explain this person's role.
2. Describe how your increased awareness of the presence or absence of Catholic Gospel Values will influence your choice of radio listening.

Grade 7 students:
1. Choose one particular category of work typical of radio and explain what you have learned about it.
2. Describe how your increased awareness of the presence or absence of Catholic Gospel Values will influence your choice of radio listening.

Adaptations

Resources

BLM 8.1 Radio Program Analysis Checklist BLM_8.1_PeerAssessmntChklst.cwk

tape recorder 1

Notes to Teacher

Suggested Materials
- tape recorders
- audition tape from each group with the program log
- photocopy of rubrics and peer feedback BLM 8.1

Completed By End of Subtask 8
- peer feedback BLM 8.1
- photocopy of completed teacher-generated rubric for each participant to be placed in individual folders
- Journal

The expectations that have been marked as 'assessed' in this subtask are part of a summative assessment.

Teacher Reflections

Appendices

Writing For Radio

Language - Writing and Media

Resource List:

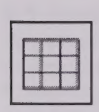
Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7



Rubric

- ☐ **Persuasive Letter Rubric: Grade 6** ST 5
  2
  - rubric used to assess persuasive letter writing expectations
- ☐ **Persuasive Letter Rubric: Grade 7** ST 5
  2
  - rubric used to assess persuasive letter writing expectations
- ☐ **Radio Report Writing Rubric Grade 6** ST 6
  2
  - rubric outlining expectations and criteria which will be used to assess individual student summaries
- ☐ **Radio Report Writing Rubric Grade 7** ST 6
  2
  - rubric outlining expectations and criteria which will be used to assess individual student summaries

Blackline Master / File

- ☐ **BLM 1.1 Radio (Teacher Reference)** ST 1
  BLM_1.1_Radio_T.cwk
- ☐ **BLM 1.2 Listening Habits Survey** ST 1
  BLM_1.2_ListeningSurvey_S.cwk
  Indiviudual student survey reflecting and recording personal radio listening habits.
- ☐ **BLM 2.1 Student Outline for Culminating Task** ST 2
  BLM_2.1_OutlinCulminating_S.cwk
  -overview of all expectations for culminating task
- ☐ **BLM 2.2 Sample Letter to Parents** ST 2
  BLM_2.2_SampleParentLetter.cwk
  - outline of students' responsibilities and appropriate due dates for completion of culminating task
- ☐ **BLM 3.1 Content/Components of Radio Newscasts (Teacher Reference)** ST 3
  BLM_3.1_RadioContent_T.cwk
  - a teacher resource to be used for instruction of content and components contained in radio programs
- ☐ **BLM 3.2 Content/Components of Radio Newscasts** ST 3
  BLM_3.2_RadioContentChart.cwk
- ☐ **BLM 3.3 Radio Listening: Time Block Analysis (Grade 7)** ST 3
  BLM_3.3_Gr.7_ValueProgram.cwk
  - a work sheet used to analyse the content, bias, and presence of Catholic Gospel Values in radio programs
- ☐ **BLM 3.4 Radio Listening (Grade 6)** ST 3
  BLM_3.4_Gr.6_ListeningChart.cwk
- ☐ **BLM 3.5 Analysing Perspective** ST 3
  BLM_3.5_PerspectveOrganizer.cwk
  - a graphic organizer used to analyse various authors' perspective in newspaper reporting of a current issue
- ☐ **BLM 3.6 Program Analysis Checklist** ST 3
  BLM_3.6_Gr.7_ProgramChklst.cwk
  - teacher tool for summative assessment of individual Program Analysis Sheet
- ☐ **BLM 4.1 Roles of Radio Professionals** ST 4
  BLM_4.1_RadioProfessionals.cwk
  - information sheet for the teacher with a description of the roles of professionals involved in radio
- ☐ **BLM 5.1 Advertising Approaches (Teacher Reference)** ST 5
  BLM_5.1_AdTechniques.cwk
  - a teacher information that lists the techniques advertisers use to convince consumers to buy their products
- ☐ **BLM 5.2 Comparison Chart for Advertising Claims** ST 5
  BLM_5.2_AdCampisonChart.cwk
  - a chart where the students will compare facts to exaggerated claims in advertising
- ☐ **BLM 5.3 Analysis of Advertising Techniques (Grade 6)** ST 5
  BLM_5.3_Gr.6_Ad_Analysis.cwk
- ☐ **BLM 5.4 Analysis of Advertising Techniques (Grade 7)** ST 5
  BLM_5.4_Gr.7_Ad_Analysis.cwk
  - a worksheet for students to complete in order to analyse advertising techniques used in print and radio
- ☐ **BLM 5.5 Task Cards: Persuasion** ST 5
  BLM_5.5_Persuasion_Cards.cwk
  - a set of task cards describing various scenarios of familiar persuasive situations
- ☐ **BLM 5.6 Business Letter Format** ST 5
  BLM_5.6_BusinessLetter.cwk
  - a blank business letter format model
- ☐ **BLM 7.1 Self-Assessment** ST 7
  BLM_7.1_SelfAssessmntChklst.cwk
  - self-assessment for performance in small group activities
- ☐ **BLM 8.1 Radio Program Analysis Checklist** ST 8
  BLM_8.1_PeerAssessmntChklst.cwk
  - a checklist for peer assessment during role playing as a member of the Board of Directors

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

Print

- ☐ **Cornerstones: Canadian Language Arts 6** **Unit**
  Publisher: Gage Publishing Company
  ISBN 0-7715-1218-X
  - a teacher manual for Language and Writing activities for Grade 6
- ☐ **Crossroads Grade 7** **Unit**
  Gage Publishing Company
  ISBN 0-7715-1321-6
  - a teacher manual for Language Writing activities for Grade 7
- ☐ **Language And Writing 7** **Unit**
  David Hodgkinson (Nelson)
  ISBN 0-17-606571-7
  - teacher manual for language and writing program
- ☐ **Language and Writing Seven** **Unit**
  David Hodgkinson (Nelson)
  ISBN 0-17-606570-9
  - student text to be used for grammar, usage and style, spelling and mechanics
- ☐ **Media Sense: 6 - a Meadowbooks component** **Unit**
  Booth, Lewis, Powrie, & Reeves
  ISBN 0-7747-0552-3
  - a teacher resource guide that helps students analyse and produce a variety of media texts
- ☐ **The Bible** **ST 3**
- ☐ **Writing Sense** **Unit**
  Dube, Lewis, Malay, Whittles
  ISBN 0-7747-1446-8
  - teacher manual for writing program

Media

- ☐ **35 Years of Great Radio Advertising** **Unit**
  Radio Marketing Bureau Incorporated
  146 Yorkville Ave. Toronto, ON M5R 1C2
  - CD studies the features of radio advertisements and shows how stereotypes have changed over the years. Call 1-800-ON-RADIO
- ☐ **CBC Radio** **Unit**
  Canadian Broadcasting Corporation
  P.O. Box 500
  - a national radio program broadcasted through a variety of stations
- ☐ **CBC Radio** **ST 3**
  Canadian Broadcasting Corporation
  P.O. Box 500
  Station A
  Toronto, ON.
  M5W 1E6
  - a national radio program broadcasted through a variety of stations

Website

- ☐ **Career Cruising** **Unit**
  http://www.careercaruising.com
  - a Ministry of Education licensed site which allows students to investigate their career interests and access information on more than 350 careers, including a number of roles in radio
- ☐ **Career Cruising** **ST 4**
  http://www.careercruising.com
  - a Ministry of Education licensed site which allows students to investigate their career interests and access information on more than 350 specific careers
- ☐ **CBC Communications** **Unit**
  http://www.cbc.ca
  - complete and current information on CBC radio across Canada (French and English)
- ☐ **CBC Communications** **ST 3**
  http://www.cbc.ca
  - complete and current information on CBC radio across Canada (French and English)

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

Material

- ☐ **Chart Paper** — ST 1
- ☐ **Markers** — ST 1
- ☐ **Material for Student Unit Folders** — ST 1

Equipment / Manipulative

- ☐ **radio** — ST 3
  1
  per class
  - used for program analysis
- ☐ **radio** — ST 6
  1
  per class
  - used for analysis of news, weather, traffic, and sports reports
- ☐ **radio or television** — ST 4
  1
  per class
  - used to listen to/view interview
- ☐ **tape recorder** — ST 4
  1 per group
  per group
  - tape recorder with microphone capabilities but not used simultaneously
- ☐ **tape recorder** — ST 5
  1 per group
  per group
  - tape recorder with microphone capability
- ☐ **tape recorder** — ST 7
  1
  per group
  - tape recorder with microphone and with dubbing capabilities, if possible
- ☐ **tape recorder** — ST 8
  1
  per class
  - tape recorder able to play student prepared tape

Other

- ☐ **Teacher-Generated Checklist** — ST 6

  - based on Oral and Visual Expectations for both Grade 6 and Grade 7 students

Radio

(Teacher Reference)

Section A: History Of Radio

- December 23, 1900, Canadian born Reginald Aubrey Fessenden tapped a microphone and uttered for the first time the words so often used since by radio announcers everywhere: " One, two, three, four...", from his laboratory on the Potomac River to a receiving station 80 km away

- that first broadcast of a human voice was made on modified Morse-code equipment

- one year later, in December of 1901, Italian-born Guglielmo Marconi sent a transmission from England to Signal Hill, Newfoundland which was solely in Morse code

- April 14 and 15, 1912, while the *Titanic* was sinking, Marconi's Morse signals provided the only information available

- 1919, Montreal radio station, XWA (later CFCF) started to broadcast

- Pittsburgh, Nov. 1920, KDKA, the first commercial broadcasting station, went on the air

- early 1920's, first commercially licensed radio stations in Canada provided regularly scheduled programmes

- Canada's first national broadcast, on July 1, 1927, celebrated Canada's Diamond Jubilee and originated from Parliament Hill in Ottawa, linking twenty-three stations from coast to coast

- due to concern about the trend of Canadian stations affiliating with American networks because of their slickly produced entertainment, Prime Minister Mackenzie King appointed Sir John Aird to study broadcasting in Canada

- Aird's report proposed the creation of the Canadian Radio Broadcasting Company (CRBC), which was created in 1933 and was renamed the Canadian Broadcasting Corporation (CBC) in 1936

- the CBC was devoted to preserving Canadian identity and to providing uniquely Canadian programming, a mandate that it continues to exercise to this day

- in the 1930's radio broadcaster Foster Hewitt coined the phrase "He shoots, he scores!"

- radio created a Saturday-night tradition at the very centre of the Canadian identity

- radio's "golden age " lasted approximately 25 years; from the mid-1920's to the early 1950's, during this time radio was the mass medium

- radio provided every conceivable genre: crime, adventure, soap operas, game and quiz shows, horror, thrillers, variety, comedies, public affairs, westerns, dramas, talk shows as well as music, news and sports

Radio

(Teacher Reference)

- during the golden age, prime time for radio was the same as it is for television today, the evening hours between dinner and bedtime, but in response to the popularity of television, radio's prime time has now shifted to the period from 6:00 to 9:00 a.m.

- in the late 1940's and early 1950's commercial radio abandoned the format of the broadly appealing entertainment programme in favour of a format that presented music targeted towards specific groups of people

- after the Second World War, the FM band featured superior sound production and used a format primarily of classical music

- by the late 1960's a number of FM stations switched to a rock-music format

- radio's lower costs, especially in production and audience delivery, have provided it with a certain amount of insulation from economic "realities" that exist in the television industry

- radio's simple technology, somewhat consistent market, and low costs give radio a greater degree of flexibility to respond to changing demographics

- small-town radio stations can operate for a year on what it costs to produce a single half-hour situation comedy on prime-time television

Section A: Taken from: *Media Literacy, Intermediate and Senior Divisions, 1989*, Ministry of Education Ontario

Section B - Uses of Radio Waves

- the prime purpose of radio is to convey information from one place to another through the intervening media (i.e.: air, space , non-conducting material) without wires

- radio waves are used for: sound and television signals, transmission of data in coded form, radar, communication between astronauts on the moon and earth, carrying information from space probes, ship and aircraft navigation, and global positioning satellites

- cellular and cordless phones are actually radio receivers and telephone calls are routinely relayed by radio

Transmission and Reception of Radio Waves

- a radio wave sends information between a transmitter and a receiver

- AM (amplitude modulation) and FM (frequency modulation) are the two most commonly used types of modulation

- waves radiate at the speed of light (about 300,000 km/sec) and are transmitted by line of sight and deflection from the ionosphere

Section B: Taken from: The 1998 Canadian & World Encyclopaedia

Listening Habits Survey

1. List your favourite radio stations.
   _____ _____ _____

2. Why do you listen to the radio?
   _____
   _____
   _____

3. When do you usually listen to the radio (give approximate times)?
   _____
   _____
   _____

4. What radio programmes do you listen to?
   _____
   _____
   _____

5. Describe what else you are doing while you listen to the radio.
   _____
   _____
   _____

6. Who else in your family/home listens to the radio?
   _____ _____ _____

7. List the names of radio personnel with whom you are familiar.
   _____
   _____
   _____
   _____
   _____
   _____

8. Estimate approximately how many hours or minutes you listen to the radio.

each day: _____ each week: _____

Student Outline for Culminating Task

You are applying for a job as a radio announcer with a fictitious radio station. You are required to prepare and send the station an audition tape which includes news, weather, traffic, and sports reports, as well as an interview and advertising and promotional jingles.

This unit focusses on writing and oral communication expectations. You will be listening to and analysing radio programming. Today you are receiving the Culminating Task Package which you will use to prepare for the final demonstration of what you will have learned.

You will work in small groups to plan and write radio reports and produce an audiotaped radio audition. Throughout the unit, you will be taught the skills necessary to complete this report and have opportunities to practise new skills. You will be assessed individually on appropriate grade level expectations for writing and oral communication. You will have opportunities for peer feedback throughout the unit and you will also complete a self-assessment of your performance in group activities at the completion of the unit. You will also be completing various Listening Habit Surveys in order to explore the use of radio as part of our present day mass communication system.

You will need to consistently review the content of your Unit Folder to ensure the preliminary work for the culminating task is completed as required.

The following are some of the concepts and skills you will be working on:
- how to critically analyse radio programming
- how to complete a radio report writing assignment
- how to prepare and carry out an interview
- how to complete a persuasive writing assignment
- how to identify questionable strategies and exaggerated claims used in advertising to influence an audience
- how to create and tape an advertising/promotional jingle
- how to prepare, write, and present news, weather, traffic, and sports reports for radio
- how to work with a group to organize, create, and tape a radio programme

In Subtask 8 you will have a dual role. You will present your audition tape. While other groups are presenting their tape, you will act as a member of the board of directors of the radio station providing feedback to your peers based on the learning that you have done throughout the unit and celebrating their successes.

Good Luck and Enjoy!

Sample Letter to Parents

Dear Parent/Guardian,

Our next unit in Language focusses on Media Through Radio. Students will explore the use of radio as a popular system of communication. Students will learn the historical significance of radio in mass communication. They will explore their present day experience with radio in order to develop critical understanding of this form of media. There will be an emphasis on making informed choices that reflect Catholic values about what they hear on the radio.

Today we are sending home the Culminating Task Package, which contains everything needed to prepare for the final demonstration of what has been learned during this unit. This culminating task will involve students working in small groups to plan and produce an audition tape for a fictitious radio station. Throughout the unit, the students will be taught the skills necessary to complete this task and have opportunities to practise new skills. They will be assessed individually on appropriate grade level expectations for writing and oral communication. Your child will also be completing various Listening Habit Surveys to explore the use of radio as part of our present day mass communication system.

You may wish to periodically review the content of your child's Unit Folder to share the work as we progress through this unit.

If you have any expertise that you would like to share or items which you feel would contribute to our learning during this unit, we would welcome them! Please contact me at school to discuss what you may have to share.

Sincerely,

Content/Components of Radio Newscasts

(Teacher Reference)

Type of Program	Content / Components (found in time designated reports, usually on the hour or half hour)
News Report	- begins with "top story" (latest occurring item of importance to area) - information must be important, accurate and of interest to audience - a commentator may provide an analysis of how the stories might effect the country or listeners - reporter must have right mix of on-air warmth, sincerity and professionalism - uses serious voice, varied sentence structure, analogies, comparisons, and repetition - usually the longest component lasts approximately 3-5 minutes
Weather Report	- information must be accurate and based on information from meteorologists at national satellite weather services, wire services, and local and regional weather bureaus - reports present conditions, e.g., forecast for today and tomorrow, often starting with local area and possibly extending to larger area - uses upbeat tone of voice, personal comments, and figurative language - may last approximately 1-2 minutes
Traffic Report	- "up-to-the-minute" information on conditions for drivers on local thoroughfares, secondary roads, and surrounding highways - usually presented in morning and afternoon "rush hour" as well as on Friday and Sunday nights to give conditions for weekend travellers - reports road closures and areas of road construction - uses figurative language, repetition for emphasis - may last less than 1-2 minutes
Sports Report	- reports recent scores, injuries, trades, and upcoming events for national, international, and local sports teams and events - may include a "sound bite" comment from an interview with a sports personality or fan - uses upbeat tone of voice to indicate enthusiasm and excitement and often adds personal comments using figurative language - may last approximately 2-3 minutes
Interview	- commentator or talk show hosts may interview a person on-air in the studio, on the telephone, or play a pre-recorded interview - possible interviewees might include people connected to local issues, a recent news or sports event, or well-known personalities from politics or entertainment - choice of interview is often an indicator of expected audience - uses words or phrases to signal important points, analogies and comparisons, repetition, figurative language, or varied vocabulary - may last approximately 3-4 minutes

Content/Components of Radio Newscasts

BLM 3.2

Type of Program	Content / Components (found in time designated reports, usually on the hour or half hour)
News Report	
Weather Report	
Traffic Report	
Sports Report	
Interview	

Radio Listening: Time Block Analysis

(Grade 7)

Name: _____ Date: _____

Radio Station _____ Time of Day _____ Total Time _____

Subject of Commercials _____

Products Advertised _____

_____

Topics Discussed _____

_____

_____

Who do you think is the intended audience? _____

Why do you think this? _____

This time period contained:
interviews _____news _____ weather _____ sports _____

traffic reports _____ editorials _____ music _____ talk show _____

other (define) _____

Describe how the time was divided among the different aspects of the program and the order in which they were presented.

Did you hear any content that was in conflict with Catholic Gospel Values which tell us to demonstrate respect for all cultures, races, religions, genders, ages, and physical attributes? Comment.

During the program, from whose perspective was the information presented?

Answer these questions on the back of this sheet, giving examples.

Radio Listening
(Grade 6)

BLM 3.4

What I heard	Tone of Voice	Exciting vocabulary that caught my attention while listening
News Report		
Weather Report		
Traffic Report		
Sports Report		
Commercials		
Music		
Other		

Analysing Perspective

A commentary or editorial states an opinion and takes one side's perspective on an issue.

Editorial Issue Presented _____

Newspaper # 1 _____

Whose side is the author on? _____ How do you know?
_____

_____

_____

Newspaper # 2 _____

Whose side is the author on? _____ How do you know?
_____

_____

_____

News reporters try to avoid giving a perspective by stating events, fact and offering witness statements from both sides if possible.

Issue Presented_____

Newspaper # 1 _____
Has the author favoured one side over the other? _____

How do you know? _____

_____
Are certain facts emphasized to persuade the reader in a certain way?_____

Explain _____

Newspaper # 2 _____
Has the author favoured one side over the other? _____

How do you know? _____

_____
Are certain facts emphasized to persuade the reader in a certain way?_____

Explain _____

Program Analysis Checklist
(Grade 7)

Student Name: _____

Program analysis sheet	completed	incomplete
Radio station identified	yes	no
Advertised products identified	yes	no
Intended audience identified	yes	no
Topics discussed identified	yes	no
Program breakdown completed	yes	no

Level of understanding demonstrated with regards to Catholic Gospel Values.

Level 1 2 3 4

Level of understanding demonstrated with regards to perspective on the part of the radio announcer/s.

Level 1 2 3 4

Comments:

Roles of Radio Professionals

Advertising Copywriters write advertisements for organizations or companies. These ads may appear in newspapers, magazines, on radio or television. Not only do these ads persuade us to buy products, they also promote positive images for companies.

When a company decides it wants to create an ad for its product, the copywriter meets with employees from the company to discuss the product and decide what message they want the ad to give. In radio, copywriters prepare commercial scripts and short announcements for companies that buy advertising time.

Radio Announcers select and introduce recorded music, interview guests and present news, sports, weather and commercials. They also report on community activities and other matters of interest to their audience. Although they often "ad-lib" commentary, in-depth research and script writing may be an integral part of their job.

Announcers at large stations usually specialize in one area such as news, sports, or weather. In small stations, one announcer may do everything from operating the control board to setting up schedules, selling commercial time to advertisers, and writing commercial and news copy as well as announcing.

Broadcast News Analysts, called Commentators, present news stories, provide analysis of stories and discuss how the stories might affect people and countries. Talk show hosts interview guests about their lives, work, or topics of current interest.

Disc Jockeys (DJs) are creative and in tune with the kind of music their audiences want to hear. They chat in between tracks and hold live conversations with guest celebrities or callers. To move fluidly from one task to another, DJs require the technical skills necessary to operate the equipment. DJs often have specialized knowledge about a particular type of music and work at building a loyal audience.

Broadcast Technicians, also known as Operators or Engineers, are the nerve centres of television stations, radio stations, and film production companies. In general, they design, set up, operate and maintain equipment used for broadcasting.

Many professionals are grouped under the heading Broadcast Technician. Further specific titles and jobs are:
- **Transmitter Operators** who monitor and log outgoing signals and run transmitters.
- **Maintenance Technicians** who set up, operate and maintain electronic broadcasting equipment.
- **Audio Control Engineers** who monitor and regulate sound.
- **Recording Engineers** who operate and maintain sound recording equipment.

Roles of Radio Professionals

Radio Producers are hard-working, creative people who co-ordinate both the content side and the technical side of radio broadcasts. They also supervise many of the people who work in radio. Producers have to be sensitive to their audiences to know what they want to hear. They must also have a good knowledge of the costs required to make things happen. Producers see the "big picture" and know that each person's job is valuable in making this "big picture" happen.

Radio Reporters must be both sincere and professional at all times. The stories they prepare must present important and accurate information in a limited amount of time. Although they may spend all day preparing, writing, and interviewing for their piece, most reporters have less than two minutes to present their material on-air. They don't have time to include the same amount of detail as a Print Journalist, so they must use a combination of a good script, interviews, and sound effects to tell the story. Reporters set up as many interviews as they can over the telephone and then set off to cover the story. Radio Reporters may travel alone, carrying sound recording equipment for themselves.

A **Recording Engineer** operates a sophisticated piece of technical equipment called a mixing board. Recording Engineers record, mix, and edit sound effects, using this mixing board. These recordings are used in commercials, radio jingles, films, and music albums. Recording Engineers must keep up with technical developments in their field in order to stay current. The current trend is away from mixing boards to smaller, more sophisticated, software-driven computers.

Sound Technicians ensure that audiences receive the best quality audio possible. They have a high degree of technical knowledge. Sound Technicians who work for radio stations often "mike" people (put microphones on and monitor sound) during interviews, both live and recorded. They determine sound quality and inform the news producers of any problems.

Information taken from Career Cruising @ http://careercruising.com

Advertising Approaches

(Teacher Reference)

Below is a list of techniques advertisers use to convince consumers to buy their products.

Name Dropping	A popular personality recommends a product
Numbers	"Four out of five doctors recommend ....."
Comparison Test	"Just feel the difference"
Slogans	"Our shoes make feet faster"
Catchy Phrases	"Try it, you'll like it."
Sex Symbols	Young, good looking man selling products Beautiful woman selling products
The Put-Downs	"If you don't rush right in to ..... to take advantage of this offer, you're crazy." "Smart shoppers shop at ....."
Promises, Promises	"Just use this ... toothpaste, shampoo, mouthwash.... You will be popular and attractive to the opposite sex."
Bargain Basement	"Hurry, buy it now for only $29.99." "With every purchase get a free ....."
Empty Words	"It's giant, stupendous, exciting, whopping, the greatest"

Comparison Chart for Advertising Claims

Product	Facts Presented	Exaggerated Claims	Value Promoted

Analysis of Advertising Techniques

(Grade 6)

Ad # 1

Product _____

Target Audience

_____

How do you know this ad is appealing to this target audience?

_____

_____

Is this ad presenting only one point of view? Explain.

_____

_____

Did this ad persuade you to think about purchasing this product? Explain.

_____

_____

Ad # 2

Product _____

Target Audience

_____

How do you know this ad is appealing to this target audience?

_____

_____

Is this ad presenting only one point of view? Explain.

_____

_____

Did this ad persuade you to think about purchasing this product? Explain.

_____

Analysis of Advertising Techniques
(Grade 7)

Advertisements are at the heart of our consumer society. We hear and/or see advertisements in newspapers, magazines, television, and radio, etc. They often distort reality to persuade us to buy products. They make false promises, appealing to our need to be liked or our desire to be beautiful, successful, happy, or perfect. It is important for us as consumers to look critically at the messages that advertising is giving us. This assignment looks at these messages in print and radio ads.

Ad # 1 Check Media Format: Magazine _____ Newspaper _____ Radio _____

Product _____

Advertising Approach Used _____ How do you know? _____

_____

Value Promoted _____ Explain _____

_____

Target Audience _____

Does this advertising reflect Gospel Values? _____ Explain _____

_____

Ad # 2 Check Media Format: Magazine _____ Newspaper _____ Radio _____

Product _____

Advertising Approach Used _____ How do you know? _____

_____

Value Promoted _____ Explain _____

_____

Target Audience _____

Does this advertising reflect Gospel Values? _____ Explain _____

Task Cards: Persuasion

Scenario #1

You are trying to convince your brother or sister to watch the TV program that you like.

Scenario #2

You are trying to convince your parents/ guardians to let you stay up an extra two hours after you usually go to bed.

Scenario #3

You are trying to convince your teacher to cancel all homework assigned for today.

Scenario #4

You are trying to convince your best friend to cheer for your favourite team.

Scenario # 5

You are trying to convince the principal to agree to having a school dance every other Friday.

Scenario # 6

You are trying to convince your parents/ guardians to allow you to stay home from school on your birthday.

Scenario #7

You are trying to convince your younger brother or sister to share the last piece of cake with you.

Scenario #8

You are trying to convince your parents/ guardians that you need to have the latest style of shoes.

Business Letter Format

Name
Street address
City, Province
Postal code

Date

Name of recipient
Radio station name
Street address
City, Province
Postal code

Salutation (Dear _____ :)

Introduction _____

_____

_____

Body of the letter
_____

_____

_____

_____

_____

_____

_____

Closing (Yours truly,)

(Your signature)
Your name typed

Self-Assessment

Circle: N (never); S (sometimes); A (almost always)

A. Working effectively as an Interdependent Team Member

1. Did I sign up for my fair share of the work? N S A

2. Did I complete all assignments on time and with care? N S A

B. Listening Honestly and Sensitively to Group Members

3. Did I support the achievement of others through suggestions and constructive criticism? N S A

4. Did I share my ideas regularly? N S A

5. Did I allow and/or encourage others to share their ideas? N S A

6. Did I accept suggestions and constructive criticism from others? N S A

C. Accepting Accountability for My Actions/Contributing to (the) Common Good

7. Was I able to stay on task and use my group time effectively? N S A

8. My overall comments about how I contributed to the group are:

---

9. I was well prepared for my part in the demo. N S A

10. My unit folder was completed on time as required according to the criteria for the culminating activity. Yes No

11. I think my work would have been even better if I...

12. My goal is to...

Adapted From: Aboriginal Peoples and European Explorers 2001 YCDSB

Radio Program Analysis Checklist

Audition Group:

Circle each component as it is presented:

news report weather report traffic report sports report an interview jingles

News Report

Clear and easy to follow	yes___no ___
Appropriate vocabulary	yes___no ___
Good volume/expression/pace	yes___no ___
Well prepared and rehearsed	yes___no ___

Weather Report

Clear and easy to follow	yes___no __
Appropriate vocabulary	yes___no __
Good volume/expression/pace	yes___no __
Well prepared and rehearsed	yes___no __

Sports Report

Clear and easy to follow	yes___no ___
Appropriate vocabulary	yes___no ___
Good volume/expression/pace	yes___no ___
Well prepared and rehearsed	yes___no ___

Traffic Report

Clear and easy to follow	yes___no __
Appropriate vocabulary	yes___no __
Good volume/expression/pace	yes___no __
Well prepared and rehearsed	yes___no __

Interview

Clear and easy to follow	yes___no ___
Appropriate vocabulary	yes___no ___
Good volume/expression/pace	yes___no ___
Well prepared and rehearsed	yes___no ___

Jingle

Clear and easy to follow	yes___no __
Appropriate vocabulary	yes___no __
Good volume/expression/pace	yes___no __
Well prepared and rehearsed	yes___no __

Overall Presentation Comments

Holds audience's interest	yes___no ___
Entertaining	yes___no ___
Informative	yes___no ___
Organized and well paced	yes___no ___
Respectful of others	yes___no ___

Student Name:_____
Date:_____

Persuasive Letter Rubric: Grade 6

for use with Subtask 5 : Are You Convinced?
from the Grade 6/7 Unit: **Writing For Radio**

Expectations for this Subtask to Assess with this Rubric:

6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

6e3 • organize information to convey a central idea, using well-linked paragraphs;

6e56 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **– complexity of ideas** **– number and relevance of supporting details**	– writes a few simple, undeveloped ideas – provides very few facts supporting his or her point of view	– writes and develops a variety of simple ideas – provides some supporting evidence for his or her point of view	– writes and develops ideas of some complexity – supports his or her point of view with relevant facts	– develops ideas fully to create greater understanding – supports his or her point of view fully with relevant facts
Communication **– purpose (to request audition)** **– word use and vocabulary**	– states facts only – contains little evidence of formal language or radio terminology	– attempts to persuade – inconsistent use of formal language – some evidence of radio terminology	– is persuasive – use of formal language is appropriate – radio terminology used is accurate	– is very persuasive – use of formal language is accurate and effective – radio terminology is used clearly and accurately
Organization **– overall structure (introduction, body, conclusion)**	– there is little evidence of overall structure or organization – very little attempt has been made to define the request in the introduction	– there is some evidence of a structure or organization – the request is mentioned in the introduction, but not clearly defined	– the organization is logical and appropriate – the request is made in the introduction and summed up in the conclusion	– the organization supports the purpose and enhances the request, which is stated clearly in the introduction and confidently in the conclusion
Conventions **– grammar, spelling, punctuation** **– visual presentation**	– there are several major errors or omissions – few aspects of the expected visual presentation are evident – uses few features of a business letter format – uses verb tenses with little consistency throughout	– there are several minor errors or omissions – some aspects of the expected visual presentation are evident – uses some features of a business letter format – uses verb tenses with some consistency throughout	– there are only a few minor errors or omissions – the visual presentation is appropriate – uses most features of a business letter format effectively – uses verb tenses fairly consistently throughout	– uses a standard business letter format effectively and presents an authentic looking letter – uses verb tenses consistently throughout

Student Name:_____
Date:_____

Persuasive Letter Rubric: Grade 7

for use with Subtask 5 : Are You Convinced?
from the Grade 6/7 Unit: **Writing For Radio**

Expectations for this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;

7e5 • produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);

7e56 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **– complexity of ideas** **– number and relevance of supporting details**	– writes a few simple, undeveloped ideas – provides very few facts supporting his or her point of view	– writes and develops a variety of simple ideas – provides some supporting evidence for his or her point of view	– writes and develops ideas of some complexity – supports his or her point of view with relevant facts	– develops ideas fully to create greater understanding – supports his or her point of view fully with relevant facts
Communication **– purpose (to request audition)** **– word use and vocabulary**	– states facts only – contains little evidence of formal language or radio terminology	– attempts to persuade – inconsistent use of formal language – some evidence of radio terminology use	– is persuasive – use of formal language is appropriate – radio terminology used is accurate	– is very persuasive – use of formal language is accurate and effective – radio terminology is used clearly and accurately
Organization **– overall structure (introduction, body, conclusion)**	– there is little evidence of overall structure or organization – very little attempt has been made to define the request in the introduction	– there is some evidence of a structure or organization – the request is mentioned in the introduction, but not clearly defined	– the organization is logical and appropriate – the request is made in the introduction and summed up in the conclusion	– the organization supports the purpose and enhances the request, which is stated clearly in the introduction and confidently in the conclusion
Conventions – grammar, spelling, punctuation **– format**	– there are several major errors or omissions – uses few features of a business letter format – uses periods with little consistency after initials and abbreviations containing lower case letters	– there are several minor errors or omissions – uses some features of a business letter format – uses periods with some consistency after initials and abbreviations containing lower case letters	– there are only a few minor errors or omissions – uses most features of a business letter format effectively – uses periods fairly consistently after initials and abbreviations containing lower case letters	– uses a standard business letter format effectively and presents an authentic looking letter – uses periods consistently after initials and abbreviations containing lower case letters

Student Name:_____
Date:_____

Radio Report Writing Rubric Grade 6

for use with Subtask 6 : Hear This! Write to Read.
from the Grade 6/7 Unit: **Writing For Radio**

Expectations for this Subtask to Assess with this Rubric:

6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);

6e14 – use verb tenses consistently throughout a piece of writing;

6e17 – use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;

6e49 • communicate a main idea about a topic and describe a sequence of events;

6e57 – use a varied vocabulary and a range of sentence structures to add interest to their remarks;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **- includes main ideas and supporting details**	- uses a few simple ideas with little supporting evidence	- uses a variety of simple and related ideas with some supporting evidence	- uses ideas of some complexity with supporting evidence	- uses complex ideas with clear supporting evidence
Communication **- information**	- includes information that is not important or relevant in the introduction	- includes limited general information in the introduction	- includes detail that is clearly related to the topic in the introduction	- includes detailed information relevant to the subject of the report in the introduction
- vocabulary use	- summarizing comment is not included - uses personal language	- weak summarizing comment - uses some specific vocabulary	- good summarizing comment - uses precise, subject-specific vocabulary	- well developed and clear summarizing comment - uses a range of precise, subject-specific vocabulary
Organization of Ideas **- overall structure (introduction, body, conclusion)**	- shows little organization	- shows some organization, including an introduction, body, and conclusion	- contains an introduction, a body, and conclusion, with the conclusion linked to the introduction	- contains an introduction, a body, and a conclusion that are effectively linked
- paragraph structure	- lacks a paragraph structure	- contains paragraphs that have some structure but more than one topic is often evident in each paragraph	- paragraphs have topic sentences and related details	- well-developed paragraphs (clear topic sentences and relevant supporting details)
Conventions **- grammar, spelling, punctuation**	- uses verb tenses inconsistently throughout - uses one resource to confirm spelling with several major errors	- occasionally uses verb tenses consistently throughout - uses a few resources to confirm spelling with several minor errors	- most often uses verb tenses consistently throughout - uses some resources to confirm spelling with few minor errors	- uses verb tenses consistently throughout - uses a variety of resources to confirm spelling with practically no minor errors

Student Name:_____
Date:_____

Radio Report Writing Rubric Grade 7

for use with Subtask 6 : Hear This! Write to Read.
from the Grade 6/7 Unit: **Writing For Radio**

Expectations for this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e17 – spell a wide range of commonly used words correctly;

7e20 – give evidence of an expanding vocabulary in their writing;

7e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **- includes main ideas and supporting details**	- uses a few simple ideas with little supporting evidence	- uses a variety of simple and related ideas with some supporting evidence	- uses ideas of some complexity with supporting evidence	- uses complex ideas with clear supporting evidence
Communication **- vocabulary use**	- the purpose is unclear in the introduction - the concluding statement is a comment as opposed to a summary of the report - little use of subject-specific vocabulary	- the purpose is somewhat clear in the introduction - the concluding statement is simple and tries to summarize - some use of subject-specific vocabulary	- the purpose is clear and effective in the introduction - the concluding statement includes the main features of the report - good use of subject-specific vocabulary	- the purpose is clear, effective, and engaging in the introduction - the concluding statement accurately identifies the main points of the report - clear evidence of the use of precise, subject-specific vocabulary
Organization **- overall structure (introduction, body, conclusion)** **- paragraph structure**	- has no clear overall structure - contains little evidence of paragraphs	- shows some evidence of an introduction, body, and conclusion - contains simple paragraphs	- the introduction, body, and conclusion are organized to develop a central idea - contains well-developed paragraphs	- the introduction, body, and conclusion are clear and effective - contains well-developed paragraphs that are closely linked to each other
Conventions **- grammar, spelling, punctuation**	- spells some commonly used words correctly - rarely uses modifiers including prepositional phrases correctly	- spells most commonly used words correctly - sometimes uses modifiers including prepositional phrases correctly	- spells commonly used words correctly - uses modifiers including prepositional phrases correctly	- spells a wide range of commonly used words correctly - uses modifiers including prepositional phrases correctly and with increasing effectiveness

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

		Selected	Assessed
English Language---Writing			
☐ 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);		3
☐ 6e3	• organize information to convey a central idea, using well-linked paragraphs;		2
☐ 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);		1
☐ 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	1	
☐ 6e9	• use and spell correctly the vocabulary appropriate for this grade level;		1
☐ 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
☐ 6e14	– use verb tenses consistently throughout a piece of writing;		1
☐ 6e17	– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;		1
English Language---Oral and Visual Communication			
☐ 6e48	• ask and answer questions to obtain and clarify information;	1	
☐ 6e49	• communicate a main idea about a topic and describe a sequence of events;		2
☐ 6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;	3	
☐ 6e51	• contribute and work constructively in groups;	2	
☐ 6e54	• analyse media works;	2	
☐ 6e55	• create a variety of media works;	1	1
☐ 6e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).	1	2
☐ 6e57	– use a varied vocabulary and a range of sentence structures to add interest to their remarks;		1
☐ 6e58	– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;	2	1
☐ 6e59	– recognize and interpret figurative language (e.g., a simile) in the speech of others and use it to add interest to their own remarks;	1	1
☐ 6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;	3	1
☐ 6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);	1	
☐ 6e62	– follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;	1	
☐ 6e63	– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;	2	
☐ 6e64	– identify the various types of professionals involved in producing a media work (e.g., newswriter, photographer, camera operator, film director) and describe the jobs they do;	1	
☐ 6e66	– create a variety of media works (e.g., create a video advertisement for a book as a member of an "advertising team").	1	1
English Language---Writing			
☐ 7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);		3
☐ 7e3	• organize information to develop a central idea, using well-linked and well-developed paragraphs;		2
☐ 7e5	• produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);		2
☐ 7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;	1	
☐ 7e9	• use and spell correctly the vocabulary appropriate for this grade level;		1
☐ 7e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
☐ 7e17	– spell a wide range of commonly used words correctly;		1
☐ 7e20	– give evidence of an expanding vocabulary in their writing;		1
English Language---Oral and Visual Communication			
☐ 7e48	• ask questions and discuss different aspects of ideas in order to clarify their thinking;	1	
☐ 7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;	1	

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

		Selected	Assessed
☐ 7e51	• contribute and work constructively in groups;	2	
☐ 7e52	• demonstrate the ability to concentrate by identifying main points and staying on topic;		2
☐ 7e54	• analyse and interpret media works;	2	
☐ 7e55	• create a variety of media works;		1
☐ 7e56	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).	2	2
☐ 7e57	– regularly incorporate new vocabulary into discussions and presentations;	1	
☐ 7e58	– use words and phrases to signal that a new or important point is about to be made (e.g., My central point is. . ., Note that. . ., First. . . Second. . . Third. . .);	1	
☐ 7e59	– use analogies and comparisons to develop and clarify ideas;	1	
☐ 7e60	– use repetition for emphasis;		1
☐ 7e61	– rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);	1	
☐ 7e62	– identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;	2	
☐ 7e63	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;	1	1
☐ 7e64	– listen and respond constructively to alternative ideas or viewpoints;	2	
☐ 7e65	– express ideas and opinions confidently but without trying to dominate discussion;	1	
☐ 7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);	2	
☐ 7e70	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).		1

Expectation Summary

Selected | Assessed

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

English Language

6e1	3	6e2		6e3	2	6e4		6e5	1	6e6		6e7	1	6e8		6e9	1	6e10	1
6e11		6e12		6e13		6e14	1	6e15		6e16		6e17	1	6e18		6e19		6e20	
6e21		6e22		6e23		6e24		6e25		6e26		6e27		6e28		6e29		6e30	
6e31		6e32		6e33		6e34		6e35		6e36		6e37		6e38		6e39		6e40	
6e41		6e42		6e43		6e44		6e45		6e46		6e47		6e48	1	6e49	2	6e50	3
6e51	2	6e52		6e53		6e54	2	6e55	1 1	6e56	1 2	6e57	1	6e58	2 1	6e59	1 1	6e60	3 1
6e61	1	6e62	1	6e63	2	6e64	1	6e65		6e66	1 1								

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	6z8	6z9	6z10
6z11	6z12	6z13	6z14	6z15	6z16	6z17	6z18	6z19	6z20
6z21	6z22	6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30
6z31	6z32	6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40
6z41	6z42	6z43	6z44	6z45	6z46	6z47	6z48		

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									

Expectation Summary

Selected | Assessed

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

English Language

7e1	3	7e2		7e3	2	7e4		7e5	2	7e6		7e7	1	7e8		7e9	1	7e10	1
7e11		7e12		7e13		7e14		7e15		7e16		7e17	1	7e18		7e19		7e20	1
7e21		7e22		7e23		7e24		7e25		7e26		7e27		7e28		7e29		7e30	
7e31		7e32		7e33		7e34		7e35		7e36		7e37		7e38		7e39		7e40	
7e41		7e42		7e43		7e44		7e45		7e46		7e47		7e48	1	7e49		7e50	1
7e51	2	7e52	2	7e53		7e54	2	7e55	1	7e56	2 2	7e57	1	7e58	1	7e59	1	7e60	1
7e61	1	7e62	2	7e63	1 1	7e64	2	7e65	1	7e66		7e67	2	7e68		7e69		7e70	1

French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14	7h15	7h16	7h17	7h18	7h19	7h20
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

Health & Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		

Writing For Radio

Language - Writing and Media A Unit for Grade 6/7

Analysis Of Unit Components

8 Subtasks
83 Expectations
48 Resources
72 Strategies & Groupings

-- Unique Expectations --
50 Language Expectations

Resource Types

4 Rubrics
19 Blackline Masters
0 Licensed Software
7 Print Resources
3 Media Resources
4 Websites
3 Material Resources
7 Equipment / Manipulatives
0 Sample Graphics
1 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

7 Students Working As A Whole Class
2 Students Working In Pairs
5 Students Working In Small Groups
7 Students Working Individually

Assessment Recording Devices

6 Anecdotal Record
3 Checklist
3 Rubric

Teaching / Learning Strategies

1 Analysing Bias/stereotype
1 Brainstorming
1 Conferencing
3 Demonstration
3 Discussion
1 Graphing
1 Guided Exploration
1 Improvisation
1 Interview
1 Issue-based Analysis
1 Media Analysis
1 Media Presentation
1 Media Production
1 Oral Presentation
2 Peer Practice
2 Role-playing
1 Simulation
1 Task Cards
3 Workbook/work Sheets
1 Writing Process

Assessment Strategies

1 Classroom Presentation
2 Exhibition/demonstration
7 Observation
1 Self Assessment